

Receivership

Quarterly Report *and* Continuation Plan (2016-17)

3rd Quarter - January 18, 2016 to April 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
10X085: P.S. 085 Great Expectations	321000010085	NYC GEOG DIST #10 - BRONX	Yellow	SCEP
Superintendent *(Chancellor)	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students *(Unaudited Register as of 1/15/16)
Carmen Fariña, Chancellor	Theodore Husted	Aimee Horowitz, Executive Superintendent for Renewal Schools Melodie Mashel, Superintendent Sharon Rencher, Senior Advisor to the Chancellor	Ok, 01,02,03,04,05	1024

Executive Summary

Please provide a *plain-language summary* of the current reporting quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

The new State Receivership law requires that “Persistently Struggling Schools” be given an initial one-year period to improve student performance, and “Struggling Schools” be given an initial two-year period to improve student performance. The State Education Department designated 62 New York City schools as Struggling or Persistently Struggling, which requires them to be placed in receivership under the Chancellor’s direction.

As part of this Administration’s commitment to ensure that all of our students receive a high-quality education, Mayor Bill de Blasio and Chancellor Carmen Fariña launched the Renewal School program, which included a \$150 million commitment to provide unprecedented resources to turnaround 94 of our most challenged schools. Fifty of the 62 state-designated Struggling and Persistently Struggling Schools are in the City’s Renewal Program. The remaining 12 are receiving similar resources and all 62 benefit from State-mandated supports.

Renewal Schools are implementing significant interventions to accelerate student performance and help close achievement gaps. Those interventions include an additional five hours of expanded learning time; working with partner community-based organizations to provide rich after-school



programming; and, increased professional development for school leaders, teachers and other school-based staff through coaches and partnerships with institutions such as Teachers College at Columbia University. Additionally, each Renewal School is now a Community School, offering wraparound services to our students and their families.

The education reforms in the Renewal School Program have a strong record of driving improvement. First, strong, effective leadership is critical in initiating and sustaining turnaround efforts in struggling schools. Since the launch of the Renewal School Program, we have dispatched teams of experienced principals and assistant principals to strengthen leadership and to provide expertise these schools need to help change direction. Where it is needed, we have and will continue to replace school leadership to help transform a school and boost student achievement.

Second, increased high-quality professional development provides teachers and principals targeted support to develop their craft and improve classroom instruction practices. We are investing in deepening teachers' skills through professional development at every grade.

Third, expanded learning time extends the school day by one hour each day and enables struggling schools to create more time for core subject instruction, tailored academic support for students' unique needs, and enrichment activities provided in collaboration with community partners. Schools now have a more seamless school day that reinforces core subject material while providing students with helpful strategies and services that support active learning.

Finally, the Community School model, which incorporates academic and social services into the school environment, provides services to students and communities beyond the classroom needs, with the goal of helping students focus and stay on task during the school day.

To oversee these efforts we established the Office of Community Schools and the Office of Renewal Schools. We also hired a team of district-based Directors of School Renewal (DSR) to support Renewal schools. DSRs participate in monthly professional development sessions. These professional development sessions focus on building capacity and facility in the areas of continuous school improvement processes, instructional and leadership coaching, data driven progress monitoring, and establishing systems and structures for sharing best practices within and across their schools.

All Community Schools in the City have been matched with a lead community-based organization and have hired a community school director - a new leader in the school whose primary responsibility is to coordinate partnerships and interventions.

Through these partnerships, we are able to provide more time for learning, academic support, enrichment activities, health services and more. For example, some schools might have a food pantry so that hunger does not distract from learning. Others schools might have a physician's office on site to keep kids healthy so they do not miss school. Still others might offer English classes for families so parents can help kids with their homework. We are confident that these interventions and new programs will make this school year and those to come successful experiences, which will drive student achievement in our struggling schools.



We are closely tracking indicators that schools are moving in the right direction. Across Districts 1-32, attendance has increased from 91.5 percent in the 2013-14 school year to 92.1 percent in the 2014-15 school year and is at an all-time high. Citywide, we also saw a modest test score improvement over the past year, and while we are proud of this, we have much more work to do to ensure every child is reading on grade level and every student is graduating as a productive member of society.

Ensuring families are actively engaged in this work is critical. Last summer we knocked on the doors of 35,000 families of Renewal School students to tell them what it meant for their school to be a Community School. We held family nights in all Community Schools in September to welcome families back to school, and get suggestions and feedback, and we're offering a 3-day training on Dr. Karen Mapp's Dual Capacity framework for all community schools. The training will be offered to teams from each school that are comprised of administration, parents, teachers and CBO staff.

The State-mandated receivership hearings have played a critical part in our larger goal of involving families in their children's education. The DOE held public meetings at all 62 Struggling and Persistently Struggling schools to discuss receivership and its requirements, and the Renewal Schools Program. We were pleased to hear directly from parents, students, and community members about what their schools need to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts.

All stakeholders at Public School 85 are committed to the continued improvement and the success of our students academically, socially and emotionally. Collectively, students, staff and families contribute to a school community that is safe and conducive to learning. We have aligned our resources to build systems that are informed by input and feedback from the School Leadership Team (SLT) and Community Engagement Team (CET), and implemented by school staff and leadership, which meet regularly to evaluate progress based on qualitative and quantitative data.

Since the Fall of the 2015-16 school year, Public School 85 has been immersed in the implementation of many key school improvement strategies based on the Framework for Great schools. Rigorous Instruction has been supported by the implementation of independent reading and conferencing, expansion and enhancement of classroom library collections, unit of study in writing through Teachers College (TC), the school wide use of the Developmental Reading Assessment (DRA), expanded use of Common Core Learning Standard (CCLS) - aligned rubrics and checklists for self and peer evaluation, development of teacher leadership, establishment of "lab site" classrooms in mathematics and the use of web-based resources to support multiple entry points and interventions for all learners. Collaborative Teaching is supported through teacher teams, professional learning cycles, participation in professional development through Teachers College, Math Solutions, Reading Rescue, district and borough support staff, In- house coaching staff as well as an English Language Learning Specialist through Fordham University and cycles of observations and feedback. Supportive Environment is supported through the coordination of the efforts of all community-based organizations and the expansion of programs supporting social and emotional development during the school day and afterschool. In partnership with Fordham University, as a lead community-based organization, afterschool and Saturday programs are offered to targeted groups of students in the arts, sports and fitness, literacy, mentoring and science. Throughout the school year, school leaders and the school leadership team conducted evaluations of each of these key indicators based on student assessments, feedback from observations, principal performance observations, and feedback from leadership coaches and the Directors of School Renewal (DSR). As a result, adjustments have been made to the professional learning plan to include additional teacher leadership and curricular planning practices which build upon student strengths.



Part I – Demonstrable Improvement Indicators

<u>LEVEL 1 – Indicators</u>					
Please list the school’s Level 1 indicators below. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.					
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Continuation Plan
3-8 ELA Growth Percentile	Yellow	46.1	47.1	The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.	N/A



				<ul style="list-style-type: none"> • Mid year test simulations in ELA show a 9.3% increase in the percentage of students on target to achieve a proficiency rating of 2.08 or higher in June 2016. • These test simulations show a substantial (105) student reduction in students scoring at level 1. • Results for all students of the DRA 2 mid-year assessment shows we are on track to meeting targets for this school year with 33% of all students meeting grade level benchmarks, as of March 2016. 	
3-8 ELA Percent Level 2 & Above	Yellow	26%	27%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> • Mid year test simulations in ELA show a 9.3% increase in the percentage of students on target to achieve a proficiency rating of 2.08 or higher in June 2016. • These test simulations show a substantial (105) student reduction in students scoring at level 1. 	N/A



				<ul style="list-style-type: none"> Results for all students of the DRA 2 mid-year assessment shows we are on track to meeting targets for this school year with 33% of all students meeting grade level benchmarks, as of March 2016. . 	
3-8 Math Growth Percentile	Yellow	32.5	33.5	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> Mid year test simulations in mathematics indicate a 13% average increase in mastery in three key leverage standards identified for each grade. Grade 5 showed a 14% increase, Grade 4, a 13% increase and Grade 3 showed a 12% increase. This data indicates an increase in the percentage of students in math that are on target to achieve a proficiency rating of 2.17 or higher in June 2016 	N/A
3-8 Math Percent Level 2 & Above	Yellow	31%	32%	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is</p>	N/A



				<p>articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> Mid year test simulations in mathematics indicate a 13% average increase in mastery in three key leverage standards identified for each grade. Grade 5 showed a 14% increase, Grade 4, a 13% increase and Grade 3 showed a 12% increase. This data indicates an increase in the percentage of students in math that are on target to achieve a proficiency rating of 2.17 or higher in June 2016. 	
Make Priority School Progress	Yellow	N/A	Meet progress criteria	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available pending SED release of information.</p> <ul style="list-style-type: none"> Mid year test simulations in ELA show a 9.3% increase in the percentage of students on target to achieve a proficiency rating of 2.08 or higher in June 2016 	N/A



				<ul style="list-style-type: none"> • These test simulations show a substantial (105) student reduction in students scoring at level 1. • Results for all students of the DRA 2 mid-year assessment shows we are on track to meeting targets for this school year, with 33% of all students meeting grade level benchmarks, as of March 2016. • Mid year test simulations in mathematics indicate a 13% average increase in mastery in three key leverage standards identified for each grade. Grade 5 showed a 14% increase, Grade 4, a 13% increase, and Grade 3 showed a 12% increase. This data indicates an increase in the percentage of students in math that are on target to achieve a proficiency rating of 2.17 or higher in June 2016. 	
School Survey - Safety	Yellow	1.00	1.04	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • Over the past three years, the school has seen a 62% decrease in level 3-5 incidents from 310 to 119. Principal's suspensions decreased by 80% over that time from 34 to 7 and 	N/A



				<p>superintendent suspensions decreased from 12 to just 1 so far this school year.</p> <ul style="list-style-type: none"> Individual, class, grade, and school level data from ATS for attendance is monitored weekly by the attendance team. Guidance staff follows up with families of students with patterns of absences below 92%. Our year-to-date attendance of 92.1% is on track to meet our projected targets. The School Leadership Team’s comparison of data collected during the fall administration of Classroom Assessment Scoring System (CLASS), which is administered by outside evaluators, to spring 2015 and fall 2014 results is driving adjustments to practice and professional development (including the RS-CEP) which impact climate and productivity, engagement, instructional support and emotional support. A spring 2016 survey will be conducted the week of May 9, 2016. Results of an SLT-administered staff survey, based upon the DOE’s Learning environment survey indicated a positive trend in teachers’ response to issues of safety and respect. 	
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LEVEL 2 Indicators
 Please list the school’s Level 2 indicators below Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement and the impact on student learning. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out	2016-17 School Year Plan
Framework: Collaborative Teachers	Yellow	3.04	3.08	The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this	N/A



				<p>demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • <i>Advance</i> data shows an increase in teachers receiving a HEDI rating of effective or higher on Danielson components 3b, 3c, and 3d 	CAN We add anything additional here – Programming/Scheduling teacher team meetings?
Framework: Rigorous Instruction	Yellow	3.00	3.04	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • Mid year test simulations in ELA show a 9.3% increase in the percentage of students on target to achieve a proficiency rating of 2.08 or higher in June 2016 • These test simulations show a substantial (105) student reduction in students scoring at level 1. • Results for all students of the DRA 2 mid-year assessment shows we are on track to meeting targets for this school year, with 33% of all students meeting grade level benchmarks, as of March 2016. • Mid year test simulations in mathematics indicate a 13% average increase in mastery 	N/A



				<p>in three key leverage standards identified for each. Grade 5 showed a 14% increase, Grade 4, a 13% increase, and Grade 3 showed a 12% increase. This data indicates an increase in the percentage of students in math that are on target to achieve a proficiency rating of 2.17 or higher in June 2016.</p>	
Implement Community School Model	Yellow	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • Renewal school partnership with lead CBO, Fordham University provides mental health and wraparound services for students and families. • The SLT comparison of data collected from the Classroom Assessment Scoring System (CLASS), administered by outside evaluators, in spring 2015-16 and fall 2014-15, is driving adjustments to practice and professional development (including the RSCEP) which impacts climate and productivity, engagement, instructional support, and emotional support. • Individual, class, grade, and school level data from ATS for attendance is monitored weekly by the attendance team. Guidance staff follows up with families of students with patterns of absences below 92%. Our 	N/A



				<p>year-to-date attendance of 92.1% is on track to meet our projected targets.</p> <ul style="list-style-type: none"> Over the past three years, the school has seen a 62% decrease in level 3-5 incidents from 310 to 119. Principal’s suspensions decreased by 80% over that time from 34 to 7 and superintendent’s suspensions decreased from 12 to just 1, so far this school year. 	
Performance Index on State ELA Exam	Yellow	31	33	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). Data is not yet available for this indicator. We are confident that we are seeing positive trends towards meeting the target. Data to evaluate this indicator will be available August 31, 2016.</p> <ul style="list-style-type: none"> Mid year test simulations in ELA show a 9.3% increase in the percentage of students on target to achieve a proficiency rating of 2.08 or higher in June 2016. These test simulations show a substantial (105) student reduction in students scoring at level 1. Results for all students of the DRA 2 mid-year assessment shows we are on track to meeting targets for this school year, with 33% of all students meeting grade level benchmarks as of March 2016. 	N/A



Provide 200 Hours of Extended Learning Time	Yellow	N/A	Implement	<p>The school engages in a process of evaluating its formative and summative data sources throughout the school year to identify growth towards this demonstrable improvement indicator. This work is articulated within each framework area of the school comprehensive educational plan (SCEP). The evidence below shows a trajectory of this work and progress towards meeting this indicator.</p> <ul style="list-style-type: none"> • We are on target to providing 200+ hours of additional instruction during our afterschool ELT program. • Our ELT program is embedded into the school program and the attendance rate, therefore, matches the school’s daily attendance rate of 92%. 	N/A	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Key Strategies

Key Strategies				
<i>As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2015-16 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school.</i>				
List the Key Strategy from your approved Intervention Plan (SIG, SIF or SCEP).	Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan	
<p>1. Rigorous Instruction</p> <p>Goals: During the 2015-2016 school year, school staff will enhance the existing CommonCore-aligned curricula to increase the rigor and cognitive demand of tasks built into units of study and focus on the instructional shifts necessary to successfully meet these demands. This will result in an increase of the average student proficiency rates to 2.08 for ELA and 2.17 for math, as evidenced by data from the NYS ELA and math exams and meeting the benchmark progress target for June 2016.</p> <p>Key Strategies: To enhance the existing Common-Core-aligned curricula to increase</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Mid year test simulations in ELA show a 9.3% increase in the percentage of students on target to achieve a proficiency rating of 2.08 or higher in June 2016. • These test simulations show a substantial (105) student reduction in students scoring at level 1. • Results for all students of the DRA 2 mid-year assessment shows we are on track to meeting targets for this school year, with 33% of all students meeting grade level benchmarks, as of March 2016. • Mid year test simulations in mathematics indicate a 13% average increase in mastery in three key leverage standards identified for each grade. Grade 5 showed a 14% increase, Grade 4, a 13% increase and Grade 3 showed a 12% increase. This data indicates an 	N/A	



	<p>the rigor and cognitive demand of tasks built into units of study and focus on the instructional shifts necessary to successfully meet these demands.</p> <p>Renewal School Priority Areas: Classroom Implementation of Curricula/Writing Strategies Professional Development: Educating All Students</p>		<p>increase in the percentage of students in math that are on target to achieve a proficiency rating of 2.17 or higher in June 2016.</p>	
2.	<p>Supportive Environment Goals: During the 2015-2016 school year, the school’s PBIS team, in collaboration with the school’s CBO and attendance committee will continue to develop the school’s positive behavioral interventions and supports to create a positive learning culture and environment for our students, resulting in meeting the benchmark gains from an 89.5 % attendance rate to 91.7%.</p> <p>Key Strategies: To integrate the school’s PBIS team, community-based organizations and attendance committee to study</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmark, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • Renewal school partnership with lead CBO, Fordham University, provides mental health and wraparound services for students and families. • The School Leadership Team’s comparison of data collected from the Classroom Assessment Scoring System (CLASS), administered by outside evaluators in spring 2015-16 and fall 2014-15, is driving adjustments to practice and professional development (including the RSCEP), which impacts climate and productivity, engagement, instructional support and emotional support. • Individual, class, grade, and school level data from ATS for attendance is monitored weekly 	N/A



	<p>data and develop positive behavioral interventions and supports that build a positive learning culture and environment for our students.</p> <p>Attendance Systems & Structures</p>		<p>by the attendance team. Guidance staff follows up with families of students with patterns of absences below 92%. Our year-to-date attendance for this school year is on track to meet our projected targets, with a 2% reduction in chronic absenteeism.</p> <ul style="list-style-type: none"> • Results of mid-year assessment the DRA 2, for all students shows we are on track to meeting our targets for this school year, with 33% of all students meeting grade level benchmarks, as of March 2016. • Over the past three years, the school has seen a 62% decrease in level 3-5 incidents from 310 to 119. Principal’s suspensions decreased by 80% over that time from 34 to 7 and superintendent’s suspensions decreased from 12 to just 1, so far this school year. • Individual, class, grade, and school level data from ATS for attendance is monitored weekly by the attendance team. Guidance staff follows up with families of students with patterns of absences below 92%. Our year-to-date attendance of 92.1% is on track to meet our projected targets. 	
<p>3.</p>	<p>Collaborative Teachers Goals: Throughout the 2015-16 school year, grade level teams will collaboratively use a protocol to analyze student work products to inform curricular and instructional adjustments to improve teacher practice directly impacting student</p>	<p>Yellow</p>	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • <i>Advance</i> data shows an increase in teachers receiving a HEDI rating of effective or higher on Danielson components 3b, 3c, and 3d. 	<p>N/A</p>



	<p>achievement and result in a minimum of 80 % of teachers receiving a HEDI rating of effective or higher by June 2016 on Danielson components 3b, 3c, and 3d.</p> <p>Key Strategies: Bi-weekly grade level team meetings will be used to collaboratively develop and utilize a protocol to analyze student work products that inform curricular and instructional adjustments to improve student learning.</p> <p>Renewal School Priority Areas: Danielson Framework Implementation - Observation Cycle</p>		<ul style="list-style-type: none"> • Grade level teacher teams meet weekly to look at student work and student data. • Student work/data is used in teacher teams to make adjustment to curriculum and/or shifts in pedagogical strategies to support student success. For example: Following the analysis of the fifth grade mid-year assessment, it was noted that the pacing calendar needed to be adjusted to cover volume before the state exam. • Teacher teams use a noticings/wonderings protocol or a consultancy protocol when looking at student work. • The school has been organized to allow all grade level teams to meet daily to collaborate, on and across grade bands. 	
4.	<p>Effective School Leadership</p> <p>Goals: During the 2015-16 school year, school leaders will utilize a comprehensive student tracking system to analyze, monitor and adjust the effectiveness of academic and support services improve student and school achievement resulting in meeting or exceeding</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p> <ul style="list-style-type: none"> • A student tracking system monitors services and organizes all formative and summative ELA and math assessment data. It organizes additional student information that has a 	



	<p>the student achievement performance index metric target of 47 for ELA.</p> <p>Key Strategies: School leaders will utilize a comprehensive student tracking system to analyze, monitor and adjust the effectiveness of academic and support services</p> <p>Renewal School Priority Areas: Leadership Coaching</p>		<p>direct correlation and impact on student learning. It is being used to evaluate interventions and make shifts to our instructional program, as needed.</p> <ul style="list-style-type: none"> The data sorter is used by the administrative team, the professional development team, the student support team, the attendance team and the School Leadership Team to track student achievement, attendance, and interventions. This data has assisted school leadership to ensure that all at-risk students are receiving supports and to assess if those supports are effective. For example: several first grade students were receiving small group AIS services since September and the data showed little improvement. These students were then shifted to a one on one intervention. The Quality Review is scheduled for May 25, 2016 and the results are expected to be available by this summer. 	
5.	<p>Strong Family-Community Ties</p> <p>Goals: By June 2016, school leaders in collaboration with the school's community-based organization (CBO) will strengthen home, school</p>	Yellow	<p>During the February progress monitoring period, schools were expected to have met their benchmarks, as articulated in the school comprehensive educational plan (SCEP). The benchmark statements below evidence this work.</p>	N/A



<p>and community partnerships to enrich the civic life of the school community, which will result in a 10% increase in parental involvement satisfaction survey score on the Framework for Great Schools Report.</p> <p>Key Strategies: School leaders in collaboration with the school’s community-based organization (CBO) will strengthen home, school and community partnerships to enrich the civic life of the school community.</p>	<ul style="list-style-type: none"> • School leaders have coordinated the efforts of Fordham and all other CBOs, including: The AmeriCorps family worker, who has been working with families with high needs and chronic absenteeism to identify barriers and connect with solutions to engage families in their children’s education. • The Fordham University mental health coordinator assists families to connect with community resources; Montefiore Health Center, Foundling Hospital, Wellness in the Schools, NYC Mission Society, Literacy Inc., Mercy College, Fordham Tremont and Visiting Nurse Service are all on site and provide supports to students and families to strengthen home, school and community partnerships. • During Tuesday parent engagement time, teachers are creating venues to positively communicate with parents, including writing celebrations, learning fairs, and student demonstrations. • Parent surveys were administered during parent teacher conferences to establish progress and determine strategies to better meet the needs of parents and families. • The School Leadership Team evaluated the effectiveness of school activities and impact on students’ achievement, based on the review of exit slips and the parent survey. • This has resulted in identifying parents’ desire to increase the number of parent and 	
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			child activities for the spring semester to structure and support parent involvement in their child’s learning experiences.	
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET.		
Status (R/Y/G)	Analysis / Report Out	2016-17 School Year Plan
Green	<p>The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public engagement. Listed below are the Superintendent-approved CET recommendations incorporated into the revised improvement plan:</p> <p>Superintendent-Approved CET Recommendations: The team recommended parent engagement and involvement in project based learning time activities during the school day in order to provide more hands on learning experiences for all students related to real life experiences. The Project based learning modekl was imbedded into the design of the Extended Learning Time and a school wide project fair was hosted in March of 2016</p> <p>Strengthen strong community ties by having parent workshops designed to help parents how to help their children with homework. These workshops have been conducted by CBO staff as well as</p> <p>We recommend improving our parent page on our school website to provide links to resources that are useful, the parent wpage has been expanded including additional videos.</p> <p>Improve trust and effective leadership - plan a team building retreat for all staff. This activity is being planned by the lead CBO, Forham Universty and will be conducted during the month of June</p>	<p>During the first week of the 2016-17 school year, written notice will be sent to the parents of, or persons in parental relation to, students attending the school about its designation and receivership. The NYCDOE will conducted a public hearing for the purposes of discussing the performance of the school and the concept of receivership, and soliciting input through public engagement regarding recommendations for improving the school.</p> <p>The Superintendent will review and provide approved recommendations to the school which will be used to inform planning and adjustments needed to the Renewal School Comprehensive Educational Plan (RSCEP).</p> <p>The CET will continue to assess and report on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET’s utilize the goals and benchmarks in the Renewal School Comprehensive Plan (RSCEP) as well as SIG/SIF improvement plans to track progress towards meeting their school specific goals and demonstrable improvement metrics. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings</p>



	<p>This school has to think innovatively about "Supportive Environment" domain of Great Schools Framework</p> <p>Goals/Outcome of CET meetings: The Community Engagement Team has been formed involving key stakeholders from parents, community based organizations and staff. The team is working along with the Community Schools Office in leadership development and outreach.</p> <p>The CET is in the process of organizing our first Community Outreach Forum for May of 2016 and will include both informational sessions and community needs assessments. This data will be used to plan the future agenda for this team.</p> <p>Additionally, the CET reviews Quarterly Reports and participates in ongoing data analysis and needs assessment.</p> <p>The CET continually assesses and reports on the implementation of the plan, informed by current data regarding school performance on selected Demonstrable Improvement Metrics and any other information necessary to assess the implementation of the plan, provided by the Superintendent and the Principal. CET meetings are held once a month a time that is convenient for parents – either weekday evenings or Saturday mornings. The monthly CET meetings are in addition to the monthly School Leadership Team (SLT) meetings conducted by the school.</p>	
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Powers of the Receiver
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status	Analysis / Report Out	2016-17 School Year Plan
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(R/Y/G)		
Green	<p>Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. The timeline for engagement with local collective bargaining units is the 2015-16 school year for implementation in the 2016-17 school year. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements. Listed below are any other efforts to utilize the powers of the School Receiver:</p> <p>Through the Office of School Renewal, support has been provided to PS 85 in the implementation of NYCDOE- approved interventions to impact rigorous instruction, performance student achievement and community engagement, including:</p> <ul style="list-style-type: none"> • Teachers College Writing units- curriculum development and planning in the teaching of writing, units of study in writing workshop, helping students write well about reading, genre studies in reading and writing memoir, poetry and short fiction, the importance of assessment-based instruction, methods of holding our students accountable for doing their best work, using literature to help students craft their writing, and classroom structures that support inquiry and collaboration. 	<p>The NYCDOE will continue to engage in regular consultation with the leadership of its collective bargaining units regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities. Larry Becker, NYCDOE CEO of Human Resources and Labor, is planning and conducting the engagement activities with UFT and CSA. Following our engagement process, the NYCDOE will determine what changes may need to be made to collective bargaining agreements.</p>



	<ul style="list-style-type: none">• myON personalized literacy solutions for students at schools K-8 to read using electronic book at and has added myON Classics collections for middle and high school students to its 10,000-book collection.• Math Solutions- a math professional development series that put teachers’ instructional needs at the forefront incorporating instructional best practice strategies and methods focused on content knowledge and pedagogy to help prepare teachers for increased effectiveness in lesson planning and implementation. The focus of the Professional Learning sessions for all lead teachers will be on a general deepening of content knowledge including pedagogy in key areas. In addition, these sessions will arm the lead teachers with specific strategies to maximize their role in deepening the capacity for change and increased effectiveness in math instruction for all students in the building. Expectations for lead teachers can be realized as they learn effective strategies for working as a math leader in their buildings.• ELT -an opportunity for all students in renewal schools to receive at least one additional hour of learning time, every day, beginning in the 2015-16 school year. The DOE is using the umbrella term “Expanded Learning Time” (ELT) to refer to both the Renewal Hour and other after-school programming. School communities work together to align their resources and provide one hour per day of supplemental academics and experiences that meet the individual needs of every student.• CBO/community partnerships between school staff, families, youth, and the community -designed to raise student achievement by ensuring that children are physically,	
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	<p>emotionally, and socially prepared to learn. A Community School serves as a neighborhood hub, providing access to critical programs and services such as health care, mentoring, expanded learning, and adult education, all of which support the whole child, engage families, and strengthen the whole community. In the NYC approach, each Community School is paired with a lead Community Based Organization (CBO) that works collaboratively with the principal and the Leadership Team to carry out the work at the school.</p> <ul style="list-style-type: none">• New Visions Attendance, Interventions, and Assessment Tracking Tool /Student Sorter, a live student data management tool that compiles data with analysis of your data to guide strategic planning and informed decision making based on school's data.• All District 10 schools are engaged in cycles of Professional Learning throughout the year. In the first cycle of learning, all schools set an Instructional Focus based on multiple data sources and beliefs about how students learn best. From this, school leaders engaged multiple stakeholders in their schools and determined an Instructional Focus statement to align their professional learning cycles. This helped to eliminate the “popcorn” professional development during Monday PD time and allowed for teachers to engage more deeply in strategic professional learning aligned to the school’s Instructional Focus.• All District 10 schools engaged in Professional Learning around how to give effective feedback with the Teacher Development and Evaluation coach. The feedback should be aligned to the Danielson Framework and provide clear, high leverage, actionable next steps for teachers. The TDEC also	
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	<p>provides individual and differentiated support at the school level on an ongoing basis.</p> <ul style="list-style-type: none"> All Renewal Schools in District 10 tracked data in Reading levels, ELA baselines and benchmarks and math baselines and benchmarks. These data sources were then analyzed to determine if schools were making progress towards their Receivership Benchmarks and their RSCEP goals. Additionally, all District 10 schools engaged in analyzing their Item Skills Analysis from State ELA and math tests to determine key power standards that guided work in teacher teams and at the classroom level. 		
<p>Green</p>	<p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i>.</p>	<p>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part IV – Title I Schoolwide Program (SWP) Plan Required Components (As applicable)

2016-17 School Year Plan			
<i>As applicable</i> , please provide additional information to describe 2016-17 school year plans and rationale for required components of a Title I Schoolwide Program plan. If a required component has already been addressed in one or more section above, please use the “2016-17 School Year Plan” column to indicate which sections contain this information. A brief rationale should be included for <i>each</i> required component.			
Ten Required Components of SWP		2016-17 School Year Plan	Rationale
1.	Comprehensive Needs Assessment	Diagnostic Tool School and District Effectiveness (DTSDE), both state-led and district-led satisfy this requirement.	N/A
2.	Schoolwide Reform Strategies	N/A	N/A
3.	Instruction by Highly Qualified Teachers	N/A	N/A
4.	High Quality and On-going Professional Development	N/A	N/A
5.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	N/A	N/A
6.	Strategies to Increase Parental Involvement	N/A	N/A
7.	Transition Plans to Assist Pre-school Children from Early Childhood Programs to the Elementary School Program	N/A	N/A
8.	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessment Data to Inform Instruction	N/A	N/A
9.	Activities to Ensure the Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance	N/A	N/A
10.	Coordination and Integration of Federal, State and Local Services and Programs -	N/A	N/A



Part V – Best Practices (Optional)

<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	
2.	
3.	



Part VI – Fiscal

Budget Analysis/Narrative and Budget Documents – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below. Please note, separate budget narratives and FS-10’s must be submitted for a SIG, SIF and/or Persistently Struggling Schools (PSS) grant.

Design Element	Status (R/Y/G)	Analysis of 2015-16 School Year
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>	N/A	N/A

Additionally, under separate attachment, the LEA/school must provide a **Budget Narrative** and an **FS-10** for the upcoming 2016-17 implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the 2016-17 Continuation Plan and/or Persistently Struggling Schools (PSS) grant. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of its intervention plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need. Schools no longer receiving SIG or SIF funds need not submit budget narratives and FS-10’s.



Part VII – Attestation

RECEIVER:

By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): _____

Signature of Receiver: _____

Date: _____

COMMUNITY ENGAGEMENT TEAM:

By signing below, I certify that the community engagement team (CET) was directly consulted in the preparation of this document.

Name and Position of CET Representative (Print): _____

Signature of Receiver: _____

Date: _____



The University of the State of New York - THE STATE EDUCATION DEPARTMENT - Albany, NY 12234

2016-17

School Improvement Grant 1003(g)
 School Innovation Fund Grant
 Persistently Struggling Schools Grant

Continuation Plan Cover Page

District Name TEN	
School Name 10X085	
Contact Person Elizabeth Iadavaia	Telephone (917) 7142995
E-Mail Address eiadava@schools.nyc.gov	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date:

DRAFT

